# Blueprint 20-20

## CALIFORNIA FIRE SERVICE TRAINING and EDUCATION STRATEGIC PLAN

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

# BLUEPRINT 20-20

## CALIFORNIA FIRE SERVICE TRAINING AND EDUCATION PLAN

## DIRECTOR'S LETTER

*This is a sample idea.*

In the last three decades, since the development of the last fire service-training model, the world has changed significantly and along with it the California Fire Service.  There are many new demands on the fire service that no one envisioned in 1970, including a major commitment to emergency medical service, response to hazardous materials spills and releases, technical rescue and extrication, sophisticated fire prevention programs, and greatly improved prevention codes, just to name a few.  In addition, as first responders with experience in organizing complex incidents, many jurisdictions task the fire service with disaster and homeland security responsibilities.  Meanwhile, jurisdictions have seen their budgets reduced and demands for service on a daily basis increase almost exponentially.  All of these activities have changed and increased the demands on the fire service training and education network.

Against this background, the nature of training and education has also changed.  New methods of delivery, such as distance learning, video conferencing, and books on tapes, to name a few, have come onto the scene.  Fire fighters themselves come from a more open society with instant communications commonplace and since September 11, 2001, the threat of attack on American soil a daily thought.

The training and education paradigm shifted and now the training and education system needs to shift as well to keep up with these changes.  This strategic plan answers the four basic questions of strategic planning:

- Where are we now?

- Where do we want to be?

- How do we get there?

- How do we measure our progress?

This strategic plan provides the guidance necessary to ensure that the Statewide Fire Service Training and Education System is robust, contemporary, and able to respond effectively to an ever-changing fire service environment.

This strategic plan envisions a premier, all risk, state of the art statewide emergency training system that starts at the job entry level and continues through the highest levels.  This system will include and credit self-development as well as experience and agency sponsored training and education. The system envisions all of California's fire service agencies and stakeholders collaborating and participating in a holistic fire fighter training process.

## INTRODUCTION

*This is a sample idea*

This is not the first attempt to create a plan for the training and education ==for fire protection== in California; the first one was during the 1930's and various individuals and groups created plans in the intervening years. Most of these plans arose from a need to update curricula or programs as conditions changed. Since the late 1980's, major shifts have taken place in American society that changed the paradigm for training and education in a way no one could have anticipated. Now individuals have access to communications and information at their fingertips, which opens up enormous possibilities for training and education never before considered, let alone possible.

The current State Fire Training model dates back to 1971. This model provided quality guidance for State Fire Training for a long time. However, somewhere along the way the model became obsolete. Eventually that obsolescence led to system-wide failure and California, instead of being a leader in fire service training, now trails most other states in its program.

Most private industry recognized the powerful shifts occurring in our society and move quickly to take advantage of them. Failure to recognize when a paradigm shifts dramatically and that the model is obsolete leads to failure.

Where and when the paradigm shift occurred is not important; the fact is that it did and the fact is that the System needs a new model. We do know that fire service professionals today, both career and volunteer, have very different expectations of the education methodology; the cultural milieu from which they emerged is starkly different from previous generations; and their expectations about their fire service careers are not the same. The entry-level fire fighter today grew up with a computer in the home and used one for school. Individual sources of communication, such as iPod and cellular phones are commonplace. Many of them have their own web sites or "My Space" blogs. They change fire departments at will for better pay, locations closer to home, exciting opportunities, or a chance to advance in their careers.

This Strategic Plan is an attempt to identify, define and describe that model and then to breathe new life into it so that the California State Fire Training System is once again so vigorous and robust that fire fighters will want to associate with it and participate in it with enthusiasm.

## MISSION

Although there are many stakeholders, some have put the estimate at 200 different entities; by statute, the Office of the State Fire Marshal is the lead agency for fire service training and education in California. "The mission of the State Fire Marshal is to protect life and property through the development and application of fire prevention engineering, education, and enforcement."

In the training and education arena the OSFM State Fire Training Procedures manual has this to say:

- "We coordinate the statewide training delivery and certification system.

- "We maintain a strong association with our training partners: the community colleges, regional and local fire academies, and registered State Fire Training instructors.

- "We are committed to providing the highest level of quality training and education to the California fire service community."

## ▌▌ VISION

Foresight, prediction, and imagination are all synonyms of vision. When we develop a vision, we try to imagine the future, and somehow accurately predict what it will be ten, twenty, or thirty years hence. Some may argue that using a thirty-year time span is unrealistically long. Yet, the last substantial examination and development of the State's fire training system was over thirty years ago. The average fire fighter has a career that spans about thirty years. Therefore, perhaps it *is* realistic to try to look out over the next thirty years and develop some generalizations about where fire service training will be. This then is a thirty-year overview supporting the first five-year strategic plan that requires annual revisions and evaluations.

At the Special Summit on State Fire Training in July 2006, sponsored in part by the OSFM and the California Fire Chiefs Association, a multi-disciplinary group of fire service stakeholders endorsed the following vision for the fire service in California.

## Fundamental Vision

Develop and implement a premier, all-risk, statewide emergency training and higher education system: From the entry level through journey, supervisory, management, and executive levels that includes and credits self-development and experience; and is in collaboration with all fire service organizations and stakeholders.

This fundamental vision includes these initiatives for the future of State Fire Training in priority order.

## Integrated Public Safety Training

Create a unified system that integrates all public safety training and education stakeholders toward a common mission. The crown jewel of this initiative is the envisioned all risk California Public Safety Institute (a California equivalent of the federal National Emergency Training Center). Although the Institute is an important visionary concept, it may not be the first objective to achieve. The following state agencies would sponsor this institute; Office of Homeland Security, Office of Emergency Services, Office of the State Fire Marshal and Peace Officer Standard Training. This would be the state of the art premier facility that would foster emergency management research and development, as well as training and education.

The Institute would include the functions of advancing new technologies, reviewing and analyzing methods, leadership development, strategic and critical thinking, and preparing case studies.

The long rage goal would be to build the institute into a recognized four-year type college/university campus. The Institute would provide or support baccalaureate, master, and doctoral level education.

## Zealous Quality Assurance

Ensure the highest levels of service and quality assurance, including an innovative research and development plan that keeps pace with technology

through the next generation of all-risk emergency services.  Implement an oversight program that ensures the qualifications, currency, and accountability of all instructors and curriculum.  This effort shall also include improved course material, course delivery and instructor registration.

Zeal should be the benchmark for quality assurance of the program.  This starts with the curriculum; it must be contemporary, challenging, and credible.

OSFM staff has to have authority, responsibility, and accountability for their specific functional areas built into their program authority and job descriptions that allow them to take immediate action to resolve issues.  They also need sufficient staffing and training to carry out their mission.  These steps will greatly enhance the quality of the program.  It will send the message that this is a serious endeavor and worthy of support.

Instructors are the on-the-ground representatives of the program, as such, they need to possess the knowledge, skills, and abilities to deliver the training in a contemporary, challenging, and credible manner.  The OSFM will achieve this by zealously enforcing instructor code of ethics and qualification requirements, ensuring their ongoing development in both instructional techniques as well as course content material, and their commitment to the program.

Institutions, agencies, and organizations that sponsor State Fire Training programs should ardently enforce the policies of the program with respect to using appropriate curricula, choosing quality instructors and sponsoring their ongoing development, evaluating and testing students as required, providing modern training facilities, equipment, and supplies that support learning.  Here again, the OSFM needs to be more robust in order to oversee these activities.

Students that attend training should encounter a program that challenges them to grow and learn; a program that motivates them to approach the learning experience with enthusiasm and return for more of the same.

## Adopt the National Model

==California will participate in the Fire and Emergency Services Higher Education (FESHE) National Model of fire service training and education. The International Association of Fire Chiefs, the National Fire Academy, and the National Fire Protection Association all promote and support the FESHE National Model.==  The National Model contains these features: [1] an integrated, competency-based system of fire and emergency services professional development; and [2] an integrated system of higher education from associate's-to-doctoral degrees.  This results in a well-trained and academically educated fire and emergency services.  There will be partnerships with other states and national recognition of educational achievement and training certification.  State training will form a partnership with the national program.  Accreditation will follow national standards.  There will be elements of national recognition and reciprocity.  California will continue to be a leader in the innovation and development of standards, curricula, and new techniques.

## Utilize Capstone Testing

Capstone testing is testing done upon the completion of an entire certification series.  The current system of testing for each course in the certification process is subject to abuse, requires the use of multiple choice tests and leads to certification given for passing a series of courses not demonstration of proficiency in the subject.  Capstone testing requires comprehensive testing upon the completion of all pre-requisite training and application by the candidate for certification.  Candidates could attend a capstone course to prepare for the test. The tests themselves would consist of an appropriate combination of written (essay, fill-in and multiple choice) questions, oral presentations, and simulations.  This process would create value for the certification that the current system lacks.

## Automate State Fire Training Business Processes

Just as the fire service adopted the computer aided dispatch systems in the last two decades, now it will adopt the computer aided training and education system.  This delivery system will at least have the following multiple functions:

- Delivery of appropriate distance learning training and education material

- Tracking of and access to completed training and certification for individuals, training officers and department leadership

- Tracking of a universally accepted Incident Qualifications System for all components of the fire protection system

- Testing processes

- Scheduling of training and education courses and programs

- Qualifications and registry of instructors

The system design should incorporate technology that allows it to feed information into the popular training records programs used in the fire service.

Every fire fighter should have access to web based information concerning the overall SFT as well as specific course offering dates and locations.  Students should have access to their individual training records.  These records should be readily downloadable to most commonly used fire-service training record programs.  Students should be able to challenge their record through the web and receive email responses.

Registered instructors should have access to curriculum information, instructor guides, training support materials, testing materials and certificates for the courses they teach.  Instructor guides should have a capability to allow instructors to add notes in a manner similar to an on-line chat room, so that other instructors can see what the instructor community is saying about a course.

During the quinquennial visit, these notes would provide the basis for course updates and modifications.  Recognized training sites should have access to testing materials and certificates for the courses they offer.

The OSFM will safeguard certificates through a numbering and accounting system.  A student identification number will replace the current use of social security numbers.  Placing responsibility for certificates with the training site and instructor will speed up the issuing of certificates and reduce mailing costs.  Restricted access sites on the web site (participant, instructor and training sites) should include a logging system that identifies the user each time they access the site.

DRAFT 2.0

# III     GUIDING PRINCIPLES

THE GUIDING PRINCIPLES ARE THE INITIAL POINTS OF AGREEMENT BETWEEN ALL OF THE STAKEHOLDERS ESSENTIAL FOR THE PLANNING PROCESS.

ν  All segments of the fire service have an interest in training. In accordance with statute, the State Fire Marshal will oversee, direct, and manage the California Fire Service Training and Education Program.

- The State Fire Marshal will be the final appeal for disputes involving training under the OSFM's jurisdiction.

ν  In accordance with statute, the State Board of Fire Services (SBFS) will provide policy recommendations to the State Fire Marshal

ν  The Office of Administrative Law will vet and approve training and education regulations recommended by the SBFS

ν  *The Statewide Training and Education Advisory Committee (STEAC) will conduct final review of curricula and be the clearinghouse in all matters of training and education*

ν  Delivery of training will be by the appropriate and most cost effective source under the general direction of the Office of State Fire Marshal (OSFM). Individual certification ultimately resides in the OSFM.

- Joint Apprenticeship Program is responsible for developing career fire fighter vocational training programs

- State Fire Marshal is responsible for developing professional training and education programs

- Office of Emergency Services is responsible for developing technical rescue, hazardous materials, and disaster training programs

- Emergency Medical Services Authority and local medical authority is responsible for developing paramedic, emergency medical technician, and first responder medical training programs

- Accredited Regional and Local Academies, approved colleges and universities, agencies, departments, non-profits and private providers are responsible to deliver appropriate training and education within these established programs following OSFM policies

ν  Training will be available for all fire fighters and fire service disciplines within California

ν  The certification program will be mandatory for career and volunteer fire fighters in California.

ν Instructors in any certified training for fire fighters in California will be registered with the OSFM; if academic credit is issued, the instructor should be qualified by the Community College System or State University System

ν Vocational training is the application of skills and abilities

ν Educational training is the comprehension, analysis, synthesis, and evaluation of knowledge

ν Continuing education will be a requirement to maintain certification and instructor registry

ν Training and educational curricula includes best practices as established by law or described by nationally recognized groups

ν Within the constraints of the standards, instructors will have freedom to choose texts, training materials, and delivery methods consistent with the environment, student population and sponsoring organization, institution, or agency

ν Instructors will abide by a code of ethics as part of the instructor registry system

ν The International Fire Service Accreditation Commission, which evaluates the effectiveness of the program's policies, procedure, curricula, and finances will accredit the California Fire Service Training Program

# IV GOALS AND OBJECTIVES

THE GOALS AND OBJECTIVES ESTABLISH A FRAMEWORK FOR ACHIEVING THE PLAN.

ν Achieve the Vision through a Stable Funding Source

Most critical to the success of the Strategic Plan is that it achieves the vision. Underlying this success is the development of a stable funding source.

The OSFM has done a great job of effectively using the available funds. While there will continue to be user fees along with expenditures for student registration and materials costs, the bulk of the training for public sector fire fighters and most of the research and development of training and education must come from an outside stable funding source. This stable funding source will ensure top-quality course materials and promote best use of delivery systems.

One funding source that seems successful in other states is a surcharge on property insurance.

Another less dependable source is the fines and forfeitures

associated with fire law violations.

The third source to examine is a surcharge on health insurance premiums to pay for all risk and emergency medical service training.

While special funds, such as the insurance surcharge, are less subject to the vagaries of the economy than the state's general fund, the general fund must also participate in the funding.

Without adequate funding the vision will simply fail.

ν    Focus of the Business Model

The business model used for the State Fire Training program (SFT) will focus on the following issues: customer service, stakeholder involvement, quality control, ongoing strategic planning, performance audits and gap analysis, staff development, and financial management all critical to the success of this plan.  All of the business processes of the SFT demand review with laser like attention on reducing steps, enhancing staff proficiency, clarifying roles of the participants, and reducing costs.  This focus will provide the framework for ongoing success as the program moves into the twenty-first century.  All of these issues are important, but particularly important is the focus on ongoing strategic planning, and performance audits and gap analysis.  The world in general and the fire service in particular are changing very rapidly; failure of the model to recognize this reality will doom the program within a span of a few short years.  By embracing ongoing strategic planning, and performance audits and gap analysis as an important component of the business model, the program can be flexible enough to change to meet the ever-changing environment in which it exists.

ν    Outrageously Good Customer Service

Ongoing support of the fire service community is essential to the success of the SFT.  The fire service community needs to believe that the focus of the program is on their needs.  Given that the current staff is only eight people, only outrageously good customer service can achieve this goal.  Due to this small staff size, departure of even one member has significant consequences.  Staff needs greater authority to commit and take action on issues as they arise.  Delegating as deeply as possible will help, but only a larger staff can really help.  Other staffs contribute members to the Training Staff when they can.  Staff needs training and cross training to enhance its ability to take action without passing requests through a bureaucratic maze.  Cross training will also enhance institutional memory.

One stop shopping is an overused phrase, but it applies appropriately to this program.  Streamlining program processes to eliminate steps, place authority at the lowest level possible and speed results to students, instructors,

sponsors, and organizations should be an ongoing top priority. <mark>This will be difficult to achieve, but the leadership must take this on with missionary zeal in order for change to occur.</mark>

ν Broad Stakeholder Involvement

SFT cuts across all aspects of the fire service in California. For the program to have credibility, all stakeholder groups need to have a seat at the table for policy decisions concerning the program.

The SBFS as originally intended, needs a membership that reflects all of the major fire service organizations and agencies, as well as the public.  A political board that only reflects one aspect of the fire service, regardless of whether its volunteer or career, management or labor, will be of no value and provide no credibility to the program.

The STEAC needs to reflect the demographics of the fire service and include a broad mix of ages, ethnicities, ranks, and gender.  Terms on the STEAC should be long enough to make members productive, but short enough to ensure that new perspectives are constantly voiced and heard.

ν Constant Attention to Strategic and Tactical Planning

Change in contemporary society is at best chaotic and successful organizations need to be flexible enough to respond to opportunities as they occur, while simultaneously seeking out and divining the future.  Only through a process of ongoing strategic and tactical planning will SFT be able to stay current.  The last approved strategic plan was in 1971.

In the late 1960's, when the fire service leadership first contemplated SFT, who would have imagined the profound effect of emergency medical service, hazardous materials response, or technical rescue on the fire service?  What the future holds is anyone's guess, but it is safe to say that there are opportunities on the horizon that will have a similarly profound effect.  The program needs to be on the lookout for those opportunities and in the vanguard of creating them. With an ongoing strategic and tactical planning effort, the program can position itself in such a manner that it is constantly able to meet these challenges.

ν Regular and Valid Performance Audits and Gap Analysis

Using the International Fire Service Accreditation Commission, conduct an accreditation performance audit every five years (similar to that required for other institutions of higher learning).  The Commission extends its support to organizations such as the SFT.  The process serves a dual purpose: [1] the expectation that SFT program must be worthy of the trust placed in it to provide high quality learning opportunities.  [2] The SFT program clearly demonstrates that

it is about the critical business of continual self-improvement. Accreditation will assure participants and investors in the credibility of the program.

ν Continuous Staff Development

The OSFM staff supporting the program needs its own training and education program. This should commence with the hiring of new staff and continue in an ongoing basis until throughout employment. OSFM leadership must encourage staff to participate and/or observe the delivery of training at all levels so that they have first hand knowledge of the programs.

In addition to their individual training tracks, staff should have the option to participate in the annual training officers meeting (Fresno), particularly the instructor registration and update program and other recognized regional, statewide and national programs. This could be integrated with CDF's overall training program.

A career development plan for staff would help retain staff, as well indicate what future possibilities exist.

ν Open Financial Management

The SFT needs adequate and reliable financial resources to support a robust and cost-effective program. A portion of the funding needs to be from the participants so that they have a financial as well as professional stake in the outcome of their efforts and the program.

OSFM, being a public agency charged with SFT responsibility, should manage the funds for the program and distribute them to cooperating agencies based on policy adopted by the SBFS. There is a need to establish statutory restrictions on the administrative charge that supporting state agencies can levy on SFT program funds. This will ensure that the public trust for the funds receives appropriate safeguarding.

A well-designed program with clearly defined roles for all participants will also be a financially efficient program. Cost effectiveness should be continuously evaluated and one of the measures for establishing new programs. It should also be a focus of the quinquennial audit as well as internal audits as required by statute and policy.

ν Planned Marketing

Through observance of the guiding principles of the strategic plan and by passionate adherence to the plan's philosophy, the program will gain esteem and credibility in the marketplace. A credible program held in high esteem by the California fire service will compel competing efforts to join into the plan because of its strength and acceptance.

The broad range of the marketing outreach will encompass all

providers of training in the public, non-profit and private sectors.  Certification of course curricula and delivery through peer assessment will ensure a level playing field and provide training through the most cost-effective delivery system.
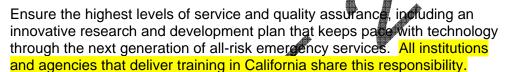
## ACTION PLANS

# V    PHASE 1 IMMEDIATE ACTION PLAN

THE IMMEDIATE ACTION PLAN COVERS THE PERIOD FROM ADOPTION OF THE PLAN THROUGH THE FIRST FIVE YEARS.  IT INCLUDES THE TOP FIVE INITIATIVES IN ORDER FROM THE FUNDAMENTAL VISION SECTION OF THE STRATEGIC PLAN. IMPLEMENT THESE INITIATIVES CONCURRENTLY.

## Zealous Quality Assurance

Ensure the highest levels of service and quality assurance, including an innovative research and development plan that keeps pace with technology through the next generation of all-risk emergency services.  All institutions and agencies that deliver training in California share this responsibility.

Initiative 2a—Implement an oversight program that ensures the qualifications, currency, and accountability of all instructors.

Step 1—Establish an oversight program to monitor instructors, courses, and delivery sites: develop procedures; identify geographical work areas; and develop employee specifications.

Step 2—Hire eight appropriate level training specialists, one for each work area.  Train the Deputies to perform the oversight tasks.  As they come "on-line", have them conduct "pilot" evaluations, with appropriate feedback.

Step 3—Ongoing monitoring starts to show results and increases confidence in the quality of the program.

One possible source is an instructor registry fee of $500 paid every five years to maintain instructor registry for each course.

Initiative 2b—This effort shall also include improved course material, and course delivery.

Step 1—For example use the following or similar sequence.  The STEAC should determine the sequence and applicable tracks.  Start with the chief officer certification courses and adopt commercially available text materials that come with proper instructor support.  This is the block of courses in the greatest need of updating.  STEAC will accomplish this task.

Step 2—Update the certification for fire prevention courses and adopt commercially available text materials that come with proper instructor support.  With the adoption of the International Codes, this is the obvious next candidate.  STEAC, with support from stakeholders, will accomplish this task.

Step 3—Update the fire officer certification courses and adopt commercially

available text materials that come with proper instructor support. By this time, this material will be in need of updating. STEAC, with support from stakeholders, will accomplish this task.

Step 4—Update the driver/operator certification courses and adopt commercially available text materials that come with proper instructor support. STEAC, with support from stakeholders, will accomplish this task.

Step 5—Update the Fire fighter I and II courses and adopt commercially available text materials that come with proper instructor support. STEAC, with support from stakeholders, will accomplish this task.

Initiative 2c—Explore the instructor qualification and credentialing process.

Step 1—Develop the guidelines for a quinquennial instructor registration at the annual training officer's symposium.

Step 2—With chief officer program instructors as the participants, conduct a pilot program for the quinquennial instructor registration at the annual training officer's symposium. Limit the number to thirty instructors.

Step 3—Based on the success of pilot programs, start the quinquennial instructor registration at the annual training officer's symposium for chief officer instructors. Limit the number to 150 instructors.

Step 4—Continue the quinquennial instructor registration at the annual training officer's symposium for fire prevention instructors.

Step 5—Continue the quinquennial instructor registration at the annual training officer's symposium for all instructors. Program is in continuous service. There may be a need for additional venues to accommodate all the instructors.

## Adopt the National Model

California will participate in the National Model of fire service training and education. Since this model is currently available, implementing it in California should be a relatively straightforward process and should commence immediately. Since the National Model does not address all California needs specifically, those needs, such as wildland fire protection, disaster response and mutual aid will continue to need support.

Step 1—Formally initiate the process of adopting the National Model with Fire and Emergency Services Higher Education (FESHE). Establish a task group, under OSFM, to do the work necessary. Evaluate the model relative to the legal and situational needs unique to the California Fire Service. Identify those components that are appropriate to add to the model to meet those unique needs. Start to develop partnerships with those states that have a similar fire service circumstances as California.

Step 2—Formally adopt the FESHE National Model in California amended to include the unique components previously identified. Establish a timetable and priorities for implementation of the model and adoption of the model by the education and training providers. Continue to develop partnerships with other states and internationally, both to enhance our experience and to pass on the lessons we learn as we adopt the model.

Step 3—Based on the timetable and identified priorities complete at least two pilot projects, one in education and one in training, to demonstrate the effectiveness of the model; validate the model for the fire service training community; and market the model to the California Fire Service.

Step 4—Commence broad based implementation of the model as it gains acceptance.  Commence the accreditation process.

Step 5—Continue implementation of the model at various training venues and in various existing programs.  Based on the California experience, play an ever increasingly active role in the refinement of the national model.

## Utilize Capstone Testing

Level Testing is a concept that requires comprehensive "capstone" testing upon the completion of all pre-requisite training and application by the candidate for certification.  While there is some work involved in putting this process together, it will act to upgrade the entire training system in a profound way.  Consequently, implementation should proceed as quickly as possible.  The following is an example sequence.  STEAC should establish a sequence appropriate to the needs for this type of testing process.

Step 1—Identify, define, and develop the testing process for one of the certification series.  Since Fire fighter I is the first in the series and this process is a departure from the current process it seems logical that Fire fighter I could be the first.

Step 2—Develop a pilot process to test the concept and identify needed corrections.  Upon completion of the pilot correct the process and put it into general practice for the FF-I certification.

Step 3—Identify, define, and develop the process for the second series, FF-II and Fire Prevention.  Candidates for testing could attend a capstone course to prepare for the test.  Regional academies would provide the testing sites.  The tests themselves would consist of an appropriate combination of written (essay, fill-in and multiple choice) questions, oral presentations, and simulations.

Step 4—Based on previous experience, develop testing process for Driver/Operator and Training Officer certification.

Step 5—Develop testing process for Fire Officer and Fire Mechanics certification

## Automate State Fire Training Business Processes

The OSFM data management system will use the most advanced reliable technology applicable to the competing needs for openness and security.

Step 1—OSFM investigate data management systems available that contain the necessary built-in safeguards that allow access to web based information as appropriate to the fire service community consistent with the expectations outlined above.  STEAC should establish the specific parameters for the software.  Information Technology (IT) will provide the personnel and resources to accomplish the task.

Step 2—OSFM purchase and/or develop the required software to meet the

needs of the whole fire service for training and education. A subcommittee of STEAC should work closely with IT throughout the development process.

Step 3—Beta test the software and make appropriate fixes. Beta testing should include volunteer as well as career-staffed departments in every size category from very small to metropolitan. Through the auspices of STEAC, all stakeholders should be able to access, review and comment on the development.

Step4—Upon completion of Beta testing, provide training to departments in system use and launch the system. Commence transferring data from existing paper and computer-based systems to ensure continuity of records.

Step 5—The system is operating and the fire service community is adopting it for general use. The OSFM completed transferring all existing system data from paper record and the old system. At the end of year 5, shut off the old systems.

Throughout the development process, there will be a need for one Deputy State Fire Marshal to work with IT in the development process to ensure that design is consistent with fire service expectations. Initially, year one, IT should assign one system designer to work with OSFM on development. In years two and three, there may be a need for three or four software developers.

After step three there will be a need for one technician to maintain the system server at headquarters. The IT trouble desk would need funding, probably equivalent to one-half of a technical to handle individual requests. We anticipate that each department and individual fire fighter would maintain his or her own requisite hardware and software.

## Technologically Advanced Delivery Systems

Identify and establish methods to incorporate modern technology into training and educational delivery with emphasis on learning outcomes. Identify and explore technology based instructional methodologies. Identify courses appropriate for the use of the technology. Establish an approval process for selecting the methodology for delivering technology-based courses.

*Note: This item moved from Mid-range to Short-range*

## Integrated Public Safety Training

Create a unified system that integrates all public safety training and education stakeholders toward a common mission. The crown jewel of this initiative is the all risk California Public Safety Institute.

Step 1—Develop relationships with the key cooperators in the all risk California Public Safety Institute. While it is uncertain whether others wish to proceed with this initiative, it will probably be attractive to enough of them to develop a base. During this same period work closely with the cooperator groups on training initiatives and curriculum that have a common basis, such as terrorism, the Incident Command System and disaster response and create core courses populated by all disciplines represented in the Public Safety Institute.

Step 2—With the support of the key cooperators develop a funding goal and general site location for the facility.  With that funding goal in mind explore and develop potential funding sources with emphasis on interagency cooperation and joint state/federal funding.

Step 3—Purchase the facility site and develop the facility plans.

Step 4—Commence construction or in the case of an already existing facility, the reconstruction and remodeling.

Step 5—Complete construction and open the facility for operation.

*Note: Moved this item to last place.*

# VI     PHASE 2 MID-RANGE ACTION PLAN

THE MID-RANGE ACTION PLAN COVERS THE NEXT TEN-YEAR PERIOD OF THE PLAN AND INCLUDES A REVIEW PROCESS, THE INITIAL FIVE INITIATIVES, PLUS SUPPLEMENTARY INITIATIVES.

## Review the First Five Years of the Plan

Conduct an accreditation performance audit using the Western Association of Schools and Colleges (WASC), the accrediting commission for schools. This action will provide the gap analysis necessary to correct shortcomings and ensure that the program stays on track for success. Normally WASC initially issues a three-year accreditation.

Step 1—Conduct the accreditation performance audit and receive the accreditation report.

Step 2—Based on the report findings, prepare an action plan (update of the Strategic Plan) to address the recommendations from the report. Seek administrative and legislative support for the plan as needed.

Step 3—Adjust the program as much as possible to meet the recommendations.

Step 4—Conduct the second accreditation performance audit and receive the accreditation report.

Step 5 and beyond—Prepare for accreditation review on a quinquennial basis

## Quality Assurance

The program of quality assurance, including an innovative research and development plan should be ongoing. The original two initiatives: Implement an oversight program that ensures the qualifications, currency, and accountability of all instructors; and improved course material, course delivery and instructor registration is underway. The third initiative of conducting research and development should commence. If this initiative achieves its objectives in less than five years, then there is no reason to wait to commence on the next steps.

Step 6—Ensure the highest levels of service and quality assurance by establishing a Fire Service Training and Research Center at the California Public Safety Institute. Charge the center with responsibility to keep pace with technological and social change through the next generation of all risk emergency services.

Staff the center with appropriate personnel.

Step 7 and beyond—this is an ongoing task.

## Continue the National Model

California will participate in a national model of fire service training and education. If this initiative achieves its objectives in less than five years, then

there is no reason to wait to commence on the next steps.

Step 6 and beyond—Continue implementation of the model at various training venues and in various existing programs.  Based on the California experience, play an ever increasingly active role in the refinement of the national model.  Continue to reach out nationally, internationally to share the California experience, and to enhance the quality of the model.  Adjust with changes to the model and adjust the model to meet changing conditions.  This is an ongoing task.

## Utilize Capstone Testing

Level Testing requires comprehensive testing upon the completion of all pre-requisite training and application by the candidate for certification.  If this initiative achieves its objectives in less than five years, then there is no reason to wait to commence on the next steps.

Step 6—Identify, define, and develop the process for the fifth series, Chief Officer.  At this level, the capstone course to prepare for the testing process will be most important.  This level test should incorporate all the valuable experiences gained so far in the development of this process.

Step 7—Reevaluate and update the testing process for the FF-I certification.

Step 8— Reevaluate and update the testing process for the FF-II and Fire Prevention certification.

Step 9— Reevaluate and update the testing process for the Driver/Operator and Training Officer certification.

Step 10— Reevaluate and update the testing process for the for Fire Officer and Fire Mechanics certification.

Step 11— Reevaluate and update the testing process for the Chief Officer certification.

Step 12 and beyond—Reevaluation, updating of each testing process in turn, in keeping with national standards and unique California requirements, is an ongoing function.

## Integrated Public Safety Training

The all risk California Public Safety Institute should be in operation.  The following steps continue from the first five in this initiative.  If this initiative achieves its objectives in less than five years, then there is no reason to wait to commence on the next steps.

Step 6—Review the program offerings and ensure that they align with current best practices.  Make this part of the ongoing process.  Operate for the first year with the initial staff using contract instructors.  During this time, develop a plan for permanent faculty supplemented by contract instructors.  Evaluate facility support staffing and plan for permanent facility staffing.

Step 7—Broaden the staffing to include permanent faculty and support staff necessary to operate the California Public Safety Institute.  This staff would support resident program delivery as well as off-site programs presented at other venues.

Steps 8 and beyond—Continue operating and refining the California Public Safety Institute, both the instruction and the facility.

## Technologically Advanced Delivery Systems

Continue to identify and establish methods to incorporate modern technology into training and educational delivery with emphasis on learning outcomes. Continue to identify and explore technology based instructional methodologies. Continue to identify courses appropriate for the use of the technology.

## Consistent and Ongoing Curriculum Development

Ensure that there is a process of consistent and ongoing curriculum development manipulative training and academic education. Implement a system, using the living document format, to maintain curriculum. The curriculum should instill verifiable professional standards. List all fire service courses. Recognize California fire service specialized curriculum training needs, such as in the prevention arena. Categorize the curricula that meet national standards. Formulate student-learning outcomes and approve curricula.

## Adequate Staffing in SFT

It is essential that there be adequate staff assigned to the State Fire Training Program to ensure its continued success. Therefore, it is critical that the plan identifies appropriate staffing levels and budgets provide adequate staffing that will ensure leadership, management, and administrative support of the State Fire Training program.

THE LONG-RANGE ACTION PLAN COVERS THE REMAINING FIFTEEN-YEAR PERIOD OF THE PLAN AND INCLUDES ALL THE INITIATIVES AND THE ONGOING REVIEW PROCESS.

## Review the Previous Ten Years of the Plan

Continue the process of accreditation audits by WASC. Utilize those findings to continually improve the State Fire Training program.

## Zealous Quality Assurance

In conjunction with the audit program, constantly review the curriculum, teaching and especially the testing process to maintain its credibility and status.

## Adopt the National Model

Work closely with legislative bodies to bring California's codes and ordinances as much in line with nationally recognized models as possible. This will help reduce the disconnect between California practice and the national model.

## Utilize Capstone Testing

By this time, level testing is the common practice. SFT needs to pay attention to the testing itself to ensure that the tests are credible and linked to performance.

## Integrated Public Safety Training

As the initiative gain success, continue to enhance the facility and the offerings. Establish honorary teaching chairs in the areas of specialty to raise the level of credibility of the Institute. Establish an alumni association and develop an Institute endowment fund through this group. Establish a doctoral program to develop faculty and enhance the professional standing of emergency service practitioners.

## Automate State Fire Training Business Processes

## Technologically Advanced Delivery Systems

Technology will continue to advance at an ever-accelerating pace. The challenge will be two fold: [1] staying current as technology changes rapidly; and [2] meanwhile maintaining systems that are familiar, consistent, and deliver real training and education.

## Consistent and Ongoing Curriculum Development

The same technological advances that affect training delivery will also have an impact on the situations that fire fighters encounter in the delivery of

services.  We can only speculate about the advances that will occur in fire prevention practices, fire response, emergency medical services, disaster response, and a host of other situations.  Constant vigilance will be the watchword as we move into the future.

## Adequate Staffing in SFT

With adequate funding will come adequate staffing.  Staffing needs will vary as the needs for training and education shift over time.  Certain aspects of technology may reduce the need for personnel in one arena and increase it in other arenas.
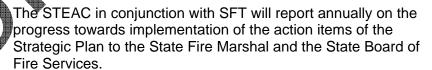
# VIII          PERFORMANCE MEASURES

The Strategic Plan is a living document, under constant review and re-evaluation.  The measures of performance for the training system will come from a number of different sources.  Certainly, the completion of the initiatives envisioned in this plan will be part of that mix.  The objective performance audits conducted by outside evaluators such as the International Fire Service Accreditation Commission (IFSAC) will be another measure of performance.  The stakeholders through their respective representatives on the State Board of Fire Services and the Statewide Training and Education Advisory Committee will ensure that the plan works as envisioned.  The State Fire Training Staff will constantly monitor the performance of the plan as it influences their own performance.  Most importantly, we should all look for significant improvements in the delivery of training to firefighters and the resultant improvement in their performance.

# IX          MONITORING AND TRACKING

v. Internal performance measurement reports

   i.   Annual reports

   The STEAC in conjunction with SFT will report annually on the progress towards implementation of the action items of the Strategic Plan to the State Fire Marshal and the State Board of Fire Services.

   ii.   Annual Strategic Plan revision

The Strategic Plan calls for annual revision. This requirement will ensure that the plan is lively and fresh, constantly adjusted and corrected to meet the current and future needs of the fire service in California.

   iii.   To Director and control agencies

*The State Fire Marshal will forward the annual report Developed by STEAC and the SBFS to the Director of CDF.*

The Department will include the Strategic Plan in its annual

budget report to the Department of Finance and will include in any Budget Change Proposals.

ν External performance measurement reports

    i. Five year accreditation audit

The accreditation process envisioned in Mid Range initiative one, *Review the First Five Years of the Plan*, would stand as the most reliable and confidence inspiring measurement of performance of the program. IFSAC is widely esteemed for its independence, thoroughness, and credibility. Accreditation by IFSAC will add significant prestige to the State Fire Training Program.

    ii. To stakeholders

*The Statewide Training and Education Committee, STEAC, is the stakeholder representative to the OSFM.* In this capacity, its charge is, "To serve as a policy review committee for the State Fire Marshal and provide final review of all State Fire Training course curricula". Part of this role has been to be an integral part of the entire strategic planning process. Through its periodic meetings, committee and sub committee assignments to carry out the plan and the individual interest of its member organizations it will safeguard and balance the competing interests of the stakeholders.